

CHILD & YOUTH CARE forum

Volume 33, Number 1, February 2004

ARTICLES

Metaphor and the Mentoring Process

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Matthew DeJong

In this article, the author describes the results of a study of Big Brothers, Big Sisters that reveals the ways in which both mentors and mentees use metaphor to guide their way in the mentoring relationship. The ways in which metaphor is used, benefits associated with its use, and cautions to be applied to its use, are included in this discussion.

A Comprehensive Report of Child Care Providers Perceptions of a Statewide Early Care and Education Initiative

19

Jennifer Grisham Brown and Rena Hallam

This report outlines the perspectives of child care providers involved in a statewide early care and education initiative and emphasizes the importance of stakeholder involvement in all stages of policy implementation.

Empathy, Exposure to Community Violence, and Use of Violence Among Urban, At-Risk Adolescents

33

Deanna Palmeri Sams and Stephen D. Truscott

This article reports on a study investigating the relationships between use of violence, empathy, and exposure to community violence through the use of self-report measures administered to a sample of urban, at-risk, adolescent males. In addition to clarifying the relationships between empathy, exposure to community violence and the use of violence, the authors include recommendations for violence prevention and intervention.

Using Outcome Data to Create Clinical Change: Foundations and Example

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Linda Toche-Manley, Martin Nankin, and Laura Dietzen

In this article, the authors discuss the theoretical and scientific foundation for utilizing an outcome system of data to make programmatic changes in the delivery of care for youth. Their investigation highlights the importance of using strengths-focused information and multiple informants to benefit youth in need of mental health treatment.

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ARTICLES

- Assessing Structural Indicators of Child Care Quality at the Local Level: Lessons from Four Minnesota Counties** 71
Deborah Ceglowski and Elizabeth Davis

This article describes a study that provides a framework for assessing child care quality at the local level. The authors conclude that quality incentives and mandates are needed to insure the provision of quality child care.

- Explanations for Conduct Disorder** 95
Karl Mack

In this article, the author provides an overview of the contributing factors associated with conduct disorder (CD) and discusses the lifelong implications of a CD diagnosis for young people, their families, communities, and educational environments.

- Wilderness Programs: Principles, Possibilities, and Opportunities for Intervention with Dropout Adolescents** 115
Shlomo Romi and Ezequiel Kohan

This article describes the principles of Wilderness Programs as specialized frameworks for group therapy. The findings from field research involving a group of dropout youth in Israel are presented and compared to outcomes of an alternative therapy group and a contrast group.

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Volume 33, Number 3, June 2004

Special Issue: International Perspectives on Rethinking Residential Care

EDITORIAL

- Competing Declarations on Residential Care for Children and Youth—Stockholm Versus Malmö** 141
James P. Anglin and Erik J. Knorth

ARTICLES

- Treatment Planning for Residential and Non-Residential Care: A Study on Indication-for-Treatment Statements as Input to the Care Process** 151
Janneke Metselaar, Erik J. Knorth, Mark J. Noom, Tom A. Van Yperen, and Carolien Konijn

The central issue in this contribution is the analysis of indication-for-treatment statements (IFT's) in Dutch child and youth care. In the Netherlands under the new Youth Care Act, clients can only obtain intensive forms of child and youth care on the basis of a so-called written IFT-statement. Two studies are presented: one investigating the general quality of the IFT-statement, the other focusing in more detail on the quality of IFT-statements. The main question in both studies is to what extent IFT-statements meet the basic requirements that represent a well-founded and explicit decision, and by meeting that requirement, create a firm basis for treatment planning in residential and non-residential child and youth care services. The authors advocate to make IFT-statements more explicit and, by doing so, to contribute to an increased transparency of the decision-making process at the entrance into child and youth care services.

- Creating "Well-Functioning" Residential Care and Defining Its Place in a System of Care** 175
James P. Anglin

This article presents a model for understanding the elements and dynamics of a "well-functioning" residential group care

resource based upon the study of 10 group care residences over a 14-month period. In addition, seven characteristics related to the differential use of foster care and residential care are presented. Finally, five key processes suggested as necessary for the creation of a system of care for young people are offered for consideration.

Rethinking Our Understanding of the Resident Group in Group Care

Ruth Emond

193

The author of this article lived in for in two residential homes for a period of six months in each in order to understand, and create a model of, the residents' social group. By understanding the way in which the group grants power to its members and the beliefs and actions which it values, residential staff have the opportunity to identify and support 'positive' individual and group behaviours. It is a model which starts from the group rather than imposing our 'adult' notions of how young people should behave. The way in which the 'everyday' activities of young people, for example their use of humour, serves to maintain group expectations, organizations and relationships, should not be overlooked but rather identified, understood and encouraged.

Towards a Theory of the Everyday: The Ordinary and the Special in Daily Living in Residential Care

Adrian Ward

209

This paper begins with a debate about the relative place of 'ordinary' and 'special' approaches to everyday living with young people in residential care and treatment. It argues for a considered approach to this distinction between the ordinary and the special, based on assessments of children's needs and stages of development, and on the purpose of their residential placement. From this beginning it enters into a broader proposal about the need for a comprehensive 'theory of the everyday' in residential work. The argument focuses on the need for an underpinning framework for the planning and analysis of every detail, function and interaction of daily group care practice with young people. Finally, it explores how different assumptions and theoretical frameworks may operate in support of program of everyday practice which is differentiated according to the needs of the children and the task of the organization.

PERSPECTIVES

Understanding the "Lived Experience" in Residential Care

Megan Ocken

227

This brief perspective offers a phenomenological insight into the complexity of lived experience in residential care with children from the point of view of a staff member. The coming

together of the world of a child and the world of a child and youth care worker is seen to involve the holistic engagement and awareness of the worker in the process of attuning to the child.

Transforming Orphanage Care: A Case Example in Zimbabwe

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Devi Dee

The author presents the voices of boys from an orphanage in Zimbabwe that he himself grew up in over a period of 10 years. After gaining professional child and youth care training in Canada, he has returned to the orphanage seeking to be an advocate and a catalyst for change in order to assist the Director and Board of Governors in the transformation of the residence.

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Volume 33, Number 4, August 2004

Special Issue: Youthwork In Higher Education

Introduction

Doug Magnuson

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Youthwork Education: A Call for Papers

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ARTICLES

Process and Product in Designing a New Curriculum: The Training of Special Care Counselors at Vanier College

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Janice Clarini, Mark Greenwald

The Special Care Counseling program at Vanier College has a curriculum development process for redefining a professional, pre-service training program to prepare students for clinical work as child and youth workers, behavioural technicians, educators, family support workers, and recreational technicians. Based on a set of predetermined competencies, the department developed a new curriculum organized around the principle of "need fulfillment" and the principles of self-determination, inclusion/integration, and normalization. These were then used as guides for designing a three-year program of study including courses and fieldwork.

Liberal Studies and Professional Preparation: The Evolution of the Child and Family Studies Program at Portland State University

257

Cathleen L. Smith, Carol Morgaine

Drawing on the conception of liberal education as fundamentally about connection, this paper describes an undergraduate Child and Family Studies program that is both a liberal studies major and a program to prepare students for

professional roles. Program development was faculty-driven and derived from understandings of what it means to have connected learning in a liberal studies major as well as what it means to be a professional. The program was initially designed using a multidisciplinary model where students took courses in liberal studies that were coupled but not necessarily integrated with professional course and service work. Only as we examined student outcomes over time did the program become truly interdisciplinary using mechanisms such as a practicum seminar and a professional portfolio to help students make connections between the various parts of the curriculum.

A Normative Re-Educative Approach to Youthwork Education: Department of Applied Human Sciences, Concordia University

275

Varda R. Mann-Feder, Bluma Litner

The Department of Applied Human Sciences (AHSC) at Concordia University in Montreal was formed in 1997 as a result of a merger between two programs: Applied Social Sciences and Leisure Studies/Therapeutic Recreation. When Applied Social Sciences was absorbed into Applied Human Sciences, its program became known as Human Relations (HR), and it retained provincial recognition for child and youth care work. The core curriculum in Human Relations emphasizes small group facilitation and leadership, with sensitivity to diversity and an awareness of developmental transitions throughout the lifespan. Our approach stresses a normative re-educative approach to intervention, in the context of experiential learning, a focus on use of the self, and a grounding in lifespan developmental theory.

Entry to Practice and Beyond: Aspiring to an Accessible Educational Continuum at Ryerson

287

Carol A. Stuart, Francis G. Hare

The School of Child and Youth Care at Ryerson University has, since its inception in 1989, responded to the developing educational aspirations of child and youth care practitioners. The historical roots of the program are examined along with the various modifications made in response to developments in the field. We describe our approach to the challenges of part-time programming and internet-based course delivery. Future goals for the program include laying the groundwork for masters level education at Ryerson, finding the right balance in the post-secondary sector to allow direct entry to as well as advanced standing in a fully developed four year B.A. program, and serving a central role in developing both CYC educators and practitioners.

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ARTICLES

The Power of Supervision in Child Welfare Services

313

Sarah Cearley

This article reports on a study that examined the factors influencing empowerment of child welfare workers. The study's findings include correlates of the relationships among workers' perceptions of supervisory assistance, agency support, and their own empowerment as workers. Quantitative results are blended with qualitative responses to provide a rich depiction of the issue.

After-School Care: Child Outcomes and Recommendations for Research and Policy

329

Nicole Sarampote, Hideko Bassett, and Adam Winsler

In this article, the authors review current research on various types of after school care for children with particular attention to the relationship between type of care and child outcomes. Their review culminates in a discussion of policy recommendations to increase federal funding for after-school programs, set standards for programs, involve community in administering programs, and make information about after-school care options more readily available to parents.

Ethnic Differences in Burnout, Coping, and Intervention Acceptability Among Childcare Professionals

349

Garret Evans, N. Elizabeth Bryant, Julie Sarno Owens, and Kelly Koukos

This article describes ethnic differences in burnout, coping strategies, and intervention acceptability in female Caucasian-American and African-American childcare professionals in the United States. An examination of predictors of burnout revealed that Caucasian-American and African-American participants use significantly different coping strategies.

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Volume 33, Number 6, December 2004

GUEST EDITORIAL

Cream City Dreams: Reflections on Professionalization of Child and Youth Workers in the U.S.

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Gene Cavaliere

TRIBUTE

Memories of Howard—An Appreciation: A Retrospective on the Life and Work of Howard Polsky

379

Jerome Beker and Roni Berger

Through reflections on Howard Polsky's life and career, colleague Jerome Beker and Howard's widow (and colleague) Roni Berger illustrate, with appreciation, how Polsky's contributions have helped to shape professional child and youth care work.

ARTICLES

Runaway Youth Utilizing Crisis Shelter Services: Predictors of Presenting Problems

387

Sanna Thompson and Kimberley Zittel-Palamara

In this article, the authors illuminate the immense, varied and persistent problems experienced by runaway youth. The results of their research with 156 runaway youth point to the need to develop and evaluate new approaches to solve problems of runaway youth that focus on strengthening family relationships while also paying attention to issues of abuse, mental health, substance use, and educational difficulties.

Advocating for Children's Rights as an Aspect of Professionalism: The Role of Frontline Workers and Children's Rights Commissions

405

Sonja Grover

This article highlights the need in child and youth care for an expanded understanding of professionalism that incorporates child advocacy. The author discusses advocacy with respect to the rights of both clients (eliminating infringements of children's human rights) and child advocates (freedom from reprisal for challenging policies and practices that may not be in the best interest of young clients). An examination of the inadequacies of the current children's advocate system in Canada is also included.

Referrals and Admissions to the Children's Aid Society: A Test of Four Hypotheses

425

Paul Whitehead, Debbie Chiodo, Alan Leschied, and Dermot Hurley

In this article, the authors test four hypotheses to account for the increase in referrals and child admissions to the care of the Children's Aid Society (CAS) of London and Middlesex, Ontario, Canada: the threshold of measured risk between two years at referral; a lowering in the average cumulative risk scores in 2001 for children admitted to CAS care compared to children admitted to CAS care in 1995; a change in the pattern of referrals from community sources; and the possible shift in the length of time children spend in CAS care. The results, including the increased likelihood that instances of child maltreatment are being reported, are discussed in terms of their relevance for explaining shifts in the demand for child protection services in Ontario.

